

to Maryland for the purpose of studying teaching and supervision.

In the fall of 1929 there were *fifty-three* supervising or helping teachers employed for the 3,078 white elementary teachers scattered over the 9,859 square miles in the *Maryland* counties, an average of 58 teachers for each supervising or helping teacher. The large progressive school systems of *Cleveland* and *Detroit* have a supervising principal for each group of 25 professionally trained teachers, localized in a single building. In *Connecticut* each *supervisory agent* has from 30 to 40 teachers under his supervision.

The average current expense cost in 1929 of educating a pupil in the schools of the twenty-three counties was \$55. Graded schools having three or more teachers with better trained teachers, more equipment, and expenditures for transportation cost less per pupil than rural schools having one or two teachers chiefly because the classes were larger. Transportation was provided at public expense for 18,928 pupils at a cost of \$512,385.

Nearly 46 per cent of the white county schools, and two-thirds of the colored schools in the counties reported that they had parent-teacher associations organized in 1929.

Maryland's school system is frequently visited and studied by other states and counties because of its plan for effective administration and supervision in a county unit system, and because of its plan of distributing school funds on the basis of need through its Equalization Fund.

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The public school system of Baltimore is separate and distinct from the school system of the State, is controlled by a board of nine members appointed by the Mayor of Baltimore, and not under the jurisdiction of the State Board of Education.

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